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ABSTRACT

This Michigan Department of Education manual provides a detailed guide for members of a child's Individualized Education Program (IEP) team in completing required forms for: (1) development of IEPs for students with disabilities; (2) evaluation review; and (3) manifestation determination review (required when a change of placement is due to disciplinary reasons). All guidelines were developed to fully comply with the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). An introduction notes new requirements related to input during evaluation, participation in the eligibility decision, participation in the placement decision, consent for reevaluation, participation in meetings, and receipt of progress reports. In the main body of the manual, each element in each form is explained with citations referring to the relevant federal and state laws, federal regulations, and administrative rules. (DB)

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MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES

INDIVIDUALIZED EDUCATION PROGRAM TEAM MANUAL

INCLUDES:
INDIVIDUALIZED EDUCATION PROGRAM
EVALUATION REVIEW
MANIFESTATION DETERMINATION REVIEW

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INTRODUCTION

The individualized education program (IEP) requirements of the reauthorized Individuals with Disabilities Education Act (IDEA) 1997 emphasized the importance of: (1) involvement and progress in the general curriculum for each student with a disability; (2) the involvement of parents and students, together with general and special education personnel, in making decisions to support each student's individualized educational success; and (3) preparing students with disabilities for employment and other post-school experiences. The IDEA Amendments of 1997 and 1990 included provisions which greatly strengthen the involvement of students with disabilities in decisions which facilitate their movement from school to post-school activities, and other future-oriented goals.

The IDEA 1997 added several new requirements that provide opportunities for increased parental involvement in their child's education. These new requirements include:

- Input during evaluation
- Participation in the eligibility decision
- Participation in the placement decision
- Consent for reevaluation
- Participation in meetings
- Receipt of progress reports

The parent of a child with a disability is expected to be an equal participant with school personnel in developing, reviewing, and revising the IEP for the child. This is an active role in which the parent: (1) provides critical information about their child's abilities, interests, performance, and history; (2) participates in the discussion about the child's need for special education and related services and supplementary aids and services; and (3) joins with the other participants in deciding how the child will be involved in and progress in the general curriculum, participate in state- and district-wide assessments, and in what settings the child will be provided programs and/or services by the agency.

This IEP Team Manual (Manual) is provided by the Office of Special Education and Early Intervention Services to assist in compliance with state and federal laws relating to programs and services for students with disabilities. The Manual will assist in the completion of forms developed by the IEP Team (IEPT). With the reauthorization of the IDEA in 1997 and implementing regulations of 1999, the IEPT now performs three functions covered in this Manual: (1) development of the IEP for students with disabilities; (2) evaluation review; (3) Manifestation Determination Review.

Since the last publication of this Manual in 1998, implementing regulations were published by the United States Department of Education on March 12, 1999. The new regulations contained significant points of clarification of the IDEA statute of 1997.

Components of each of the forms appear in boxed text throughout this Manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws, federal regulations, and administrative rules are indicated. References from other policy sources are also documented. All legal requirements are accompanied by an appropriate citation.

INFORMATION

Date of Meeting	Last MET Date	Last IEPT Date	Birthdate	Ethnic Group	Gender	Grade	Student's Native Language

Student Information:

Student's Last Name	First Name	Initial	Student ID #	Home Telephone

Student's Home Address	City	State	Zip Code

Parent Information:

Parent/Guardian/Surrogate Last Name	First Name	Parent's Native Language

Parent Address (if different than student)	Telephone
	W: _____ H: _____

Parent Last Name	First Name	Parent's Native Language

Parent Address (if different than student)	Telephone
	W: _____ H: _____

District Information

Resident District	Operating District	Attending Building

Student Information

- Date of Meeting - Indicate the date of the IEPT meeting (month, day, year) [R 340.1722c(1); 34 CFR §300.343(c)(1)].
- Last MET Date - Indicate the date of the last multidisciplinary evaluation team (MET) meeting (month, day, year) [R 340.1722d(1)].
- Last IEPT Date - Indicate the date of the last IEPT meeting (month, day, year) [R 340.1722c(1); 34 CFR §300.343(c)(1)].
- Birthdate - Write the month, day, and year [R 340.1721d(2)(a)].
- Ethnic Group - Indicate the student's ethnic group (e.g., African American, Asian American, Hispanic, Caucasian). If uncertain, ask parent(s) [R 340.1861(2)(a); 20 USC §1418].
- Student's Native Language - Indicate the primary language or form of communication (e.g., sign language) used by the student in the home [R 340.1721a(8); 34 CFR §300.19].
- Student ID Number - Indicate the student's social security number, if known. If the social security number is unknown, use the student's identification (ID) number. This is used for the central registry and to identify the student for computer purposes and/or for record keeping [34 CFR §99.3].

Parent Information

- Parent/Guardian/Surrogate - Indicate the complete name(s) of the parent/guardian/surrogate. The use of the term "parent" means the mother, father, or legally designated guardian of a person with a disability. "Parent" also means the person with a disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings. The term "parent" also includes a "surrogate" for the parent under the Policy for the Appointment of Surrogate Parents as provided in Chapter VI of the Michigan State Plan for Special Education Services (8/19/92) [34 CFR §300.20; 34 CFR §300.515].
- Parent's Native Language - Indicate the primary language or form of communication (e.g., sign language) used in the home [R 340.1721c(5); 34 CFR §300.19; 34 CFR §300.561(a)(1)].
- Parent Address - Indicate the complete home address of the parent if different than the student's home address.

District Information

•Resident District - Indicate the name of the school district in which the student resides [R 340.1721c(1)].
•Operating District - Indicate the name of the school district which operates the program or service [R 340.1721c(1)].
•Attending Building - Indicate the name of the school building that the student is attending [R 340.1861(2)].

PURPOSE

Purpose(s) of this IEPT meeting (more than one box may be checked)
❑ Initial IEP ❑ Annual Review ❑ Redetermination of Eligibility ❑ Transition
Other_____

Initial IEP

The purpose of the initial IEP is to determine initial eligibility for special education and must include a MET member to present the MET report [R 340.1721d(2)(a); 34 CFR §300.343(b)(ii)].

Annual Review

The purpose of the annual review is to review and/or revise the student's IEP and educational placement at least once every 12 months [R 340.1721d(2)(c); 34 CFR §300.343(c)(1)]. The annual review must take place within one year of the anniversary date of the last IEPT meeting.

Redetermination of Eligibility

Each student with a disability shall be provided with a comprehensive evaluation at least once every 36 months [R 340.1722d(1); 34 CFR §300.536(b)]. This evaluation shall be completed by a MET and the results presented at an IEPT meeting. As a part of any reevaluation, the IEPT must conduct an Evaluation Review [34 CFR §300.536(b)]. See the Evaluation Review section in this Manual.

Transition

Beginning at age 14 (consider at age 13), transition needs must be addressed at each IEPT meeting [34 CFR §300.347(b)(1)].

Other

Check the "Other" box for any other type of IEP not included above. Examples include:
- Change of Level - A student moves from one level to another (such as elementary school to middle school) [R 340.1721d(2)(b); R 340.1701(f)].
- Change of Program(s) and/or Service(s) - A change in the general education or special education program(s) and/or service(s), or change from one type of special education program or service to another [R 340.1721d(2)(b); R 340.1701(f)].
- Termination of Program(s) and/or Service(s) - Before termination of special education is considered, the IEPT must conduct an Evaluation Review [34 CFR §300.534(c)(1)]. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].
- Request for a New IEP - The parent or educational agency requests a new IEP before the next annual review [Attachment A to 34 CFR §300, Question #20, pgs. 12476-7].
- Transfer - A student who was receiving special education program(s) and/or service(s) transfers to a new school district. With the written consent of the parent, the student shall be placed immediately in an appropriate special education program(s) and/or service(s) for not more than 30 school days during which time an IEPT meeting shall be convened [Attachment A to 34 CFR §300, Question #17, pg. 12476; R 340.1722e].

Parent Contact

Parent Contact

Professional personnel contacted parents to arrange a mutually agreeable time and place for the IEPT meeting and to explain the purpose of the meeting and the roles of each participant.

Method of contact: _____ By _____ Date _____ Result_____

If the parent could *not* be reached to arrange a mutually agreed upon time and place, an additional contact(s) was made:

Method of contact: _____ By _____ Date _____ Result_____

The purpose of the parent contact(s) is to ensure that the parent is included in the decision of a mutually agreed upon time and place and will have an opportunity to participate in the meeting. It is also necessary to explain the purpose(s) of the IEPT meeting and the role(s) of the participants [R 340.1721c(3); 34 CFR §300.345].

The notice should inform parents that they may bring other people to the meeting [R 340.1721b(4); 34 CFR §300.344(a)(6)]. The procedure used to notify the parent (oral, written, or both) is left to the discretion of the agency, but the agency must keep a record of its efforts to contact parents [34 CFR §300.345(d)]. It is suggested that confirmation with the parent of the mutually agreeable time and place be done by letter.

All parent contacts should be documented as to the method of contact, name of person making the contact, the date of contact, and the result of the contact. If the parent could not be reached, the agency must document at least two contact attempts which may include a letter, telephone calls, other electronic means, or visits made to the home or place of employment. If the parent is unable to attend, the district must document the procedures taken to involve the parent in the IEPT meeting [R 340.1721c(4); 34 CFR §300.345(c)].

IEPT Participants

IEPT Meeting Participants in Attendance [34 CFR §300.344]

_____	_____
Student (when appropriate)	District Representative/Designee
_____	_____
Parent	General Education Teacher
_____	_____
Parent	Special Education Teacher/Provider
_____	_____
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other
	_____
	Other

All individuals who attend the IEPT meeting must be listed in the IEPT report. This section should not be completed in advance. Signatures are a useful way of documenting attendance.

The superintendent shall appoint participants to the IEPT and shall invite the parents to be participants [R 340.1721b(1); 34 CFR §300.344(a)(1)]. In addition to the parent, other persons, at the discretion of the parent or public agency, may be invited to attend, including the person who is disabled, if appropriate. Upon request of the parent, a representative of the district of residence shall be invited to attend the IEPT meeting if the district of residence has authorized the operating district to conduct the three-year comprehensive evaluation review IEPT meeting [R 340.1721b(4)]. If a child is enrolled in a Public School Academy (PSA), the PSA is considered the district of residence.

Participants in an IEPT meeting shall, at a minimum, include all of the following:

1. A representative of the public agency, other than the student's teacher who is qualified to provide or supervise the provision of special education, is knowledgeable about the availability of resources of the district, is knowledgeable about the general curriculum [R 1721b(2)(a)], and has the authority (delegated by the superintendent) to commit district resources to ensure that the programs and/or services described in the IEP will be implemented [34 CFR §300.344(a)(4)].

2. At least one general education teacher of the student (if the student is or may be participating in the general education environment) [34 CFR §300.344(a)(2); R 340.1721b(2)(b)]. The general education teacher of the student, as a member of the IEPT, shall, to the extent appropriate, participate in the review and revision of the IEP of the student [Appendix A to 34 CFR §300, Question #24, pg. 12477].
3. At least one special education teacher or, if appropriate, at least one special education provider of the student [34 CFR §300.344(a)(3)].
4. At the initial IEPT meeting and at the three-year comprehensive reevaluation review meetings, a member of the MET is required to be a participant and present the written team report [R 340.1721b(3)]. At subsequent IEPT meetings, an individual who can interpret the instructional implications of evaluation results is required [34 CFR §300.344(a)(5)].

Who may attend the IEPT meeting?

1. The student [34 CFR §300.344(a)(7)].
2. The parents [34 CFR §300.344(a)(1)].
3. Additional teachers who provide programs and services to the student [R 340.1721b(4); 34 CFR§300.344(a)(6)].
4. Related service providers (such as a teacher of the speech and language impaired, occupational therapist, physical therapist) [R 340.1721b(5); 34 CFR §300.344(a)(6)].
5. The representative of any other agency that is likely to be responsible for providing or paying for transition services will be invited by the educational agency [R 340.1721b(6); 34 CFR §300.344(b)].
6. At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the student [R 340.1721b(4); 34 CFR §300.344(a)(6)]. All individuals, whether invited by the parent or the district, are participants in the IEPT meeting.

Use of Interpreters or Other Action, as Appropriate

The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEPT meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English [34 CFR §300.345(e); R 340.1721a(5)].

Levels Of Educational Performance

Educational Performance

Evaluation Information

The IEPT:

❑ Considered the results of the initial evaluation or most recent evaluation of the student [34 CFR §300.346(a)(ii)].

❑ As appropriate, considered the results of the student's performance on any general state- or district-wide assessment programs. [34 CFR §300.346(a)(1)(iii)]. *Describe:_____

Student Profile and Progress

❑ Student strengths were considered [34 CFR §300.346(a)(i)]. *Describe:_____

_____

❑ Parent input and concerns for enhancing the education of the student were considered [34 CFR §300.346(a)(i)].

*Describe:_____

❑ Address the student's anticipated needs or other matters [34 CFR §300.343(c)(2)(iv,v)].

*Describe:_____

List student concerns and priorities for his/her education considering involvement and progress in the general curriculum (optional):

_____

_____

❑ Review the student's progress toward current IEP annual goals and objectives [34 CFR §300.343(c)(2)(i)].

*Describe:_____

❑ Review the student's progress in the general curriculum, where appropriate [34 CFR §300.343(c)(2)(ii)].

*Describe:_____

*The IDEA 1997 requires consideration of the above information. The written descriptions are optional.

Present Levels of Educational Performance

Provide a statement of the student's present levels of educational performance.

- Describe how the student's disability affects his/her involvement and progress in the general curriculum [34 CFR §300.347(a)(1)(i)], including physical education [34 CFR §300.307; R 340.1733(j)].
- For preschool children, as appropriate, describe how the disability affects the student's participation in appropriate activities [34 CFR §300.347(a)(1)(ii)].

_____

Consideration of Special Factors [34 CFR §300.346(a)(2)]

The IEPT must consider the following for all students (check each box):

❑ The communication needs of the student.

❑ Positive behavior interventions, strategies, and supports for students whose behavior impedes learning.

❑ Language needs for students with limited English proficiency.

❑ The need for Braille instruction for students who are blind or visually impaired.

❑ The communication and language needs for students who are deaf or hearing impaired.

❑ The need for assistive technology devices or services.

If the IEPT determines that a device or service is needed from any of the above, include a statement to that effect: [34 CFR §300.346(c)]

_____

Evaluation

To complete the evaluation information section, the IEPT must consider the results of the initial evaluation or most recent evaluation of the student. Other pertinent evaluation information may be considered, including the MET report, teacher progress reports in general education and/or special education, independent evaluations, general curriculum assessments, state- and district-wide assessments, or report cards. Check the box to show completion of this review.

Student Profile and Progress

The IEPT must complete this section. Some portions are optional, others may be satisfied by checking the box to indicate consideration, and still others require a written statement (see form for directions).

Present Level of Educational Performance

The statement of present levels of educational performance should accurately describe the student's performance in all areas of education that are affected by the student's disability.

The IEPT's determination of how each student's disability affects the student's involvement and progress in the general curriculum is a primary consideration in the development of the student's IEP. In assessing students with disabilities, school districts may use a variety of assessment techniques to determine the extent to which these students can be involved and progress in the general curriculum, such as criterion-referenced tests, standard achievement tests, diagnostic tests, other tests, or any combination of the above. The purpose of using these assessments is to determine the student's present levels of educational performance and areas of need arising from the student's disability so that approaches for ensuring the student's involvement and progress in the general curriculum and any needed adaptations or modifications to that curriculum can be identified [Appendix A to 34 CFR §300, Question #1, pg. 12471].

Physical education services, specially designed if necessary, must be made available to every student with a disability. If modifications are needed for the student to be able to participate in a general physical education program, those modifications must be described in the IEP. If a student with a disability needs a specially designed physical education program provided by special education, that program must be addressed in all applicable areas of the IEP (present levels of educational performance, annual goals and short-term objectives, and services to be provided).

Consideration of Special Factors

Some of the special factors will not apply to a given student; however, each IEPT must consider each factor for every student. Therefore, each box must be checked to show that the IEPT discussed each factor and its applicability to the student. If the IEPT determines that a student needs a particular device or service, the IEPT must include a statement to that effect in the IEP.

The IEPT shall consider the **communication needs** of the student.

In the case of a student whose **behavior** impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

In the case of a student with **limited English proficiency**, consider the language needs of the student as such needs relate to the student's IEP.

In the case of a student who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEPT determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

In the case of a student who is **deaf or hearing impaired**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The IEPT shall consider whether the student requires **assistive technology devices and services**.

Assistive Technology [34 CFR §300.308]

(a) Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§300.5-300.6, are made available to a child with a disability if required as a part of the child's—
(1) Special education under §300.26;
(2) Related services under §300.24; or
(3) Supplementary aids and services under §§300.28, and 300.550(b)(2).

Student Eligibility

Student Eligibility
(check one)
❑ The IEPT determined this student is eligible for special education as a student with:
❑ This student continues to be eligible for special education as a student with:

Primary disability _____ R 340.17____
Secondary disability, if determined _____ R 340.17____

❑ The IEPT determined this student to be ineligible for special education. (Proceed to Resident District Commitment, Operating District Commitment, and Parent Consent.)

A student is eligible for special education if: (1) a disability has been determined according to Michigan's Revised Administrative Rules for Special Education (Rules), and (2) the student is in need of special education **and/or** related services. A student with a disability is considered to be eligible for special education if the student needs only related services. For example, a student with a physical or other health impairment who needs only occupational therapy is

eligible for special education as determined by the IEPT [R 340.1702 and R 340.1721d(2)(a); 34 CFR §300.7]. For an initial or redetermination of eligibility IEP, the MET information must be reviewed. If the purpose of this IEP was an annual review, then eligibility is not redetermined.

A free appropriate public education (FAPE) is available to any student with a disability who needs special education and/or related services even though the student is advancing from grade to grade [34 CFR §300.121(e)].

If the student is eligible for special education programs and/or services, then the entire IEP needs to be developed. The box stating the student is eligible should be checked, the area of impairment written on the line and the rule number completed. If the student has a secondary eligibility (optional), complete the second line.

If the IEPT determines the student to be ineligible, proceed to Resident District Commitment, Operating District Commitment, and Parent Consent. A student may be ineligible for special education under the IDEA and the Rules and be regarded as having an impairment under Section 504 of the Rehabilitation Act of 1973 [34 CFR §104]. Eligibility under Section 504 and the development of a plan under Section 504 is separate from the IEP process and may be conducted at a subsequent meeting.

Eligibility Categories

R 340.1703 Severely Mentally Impaired (SMI)
R 340.1704 Trainable Mentally Impaired (TMI)
R 340.1705 Educable Mentally Impaired (EMI)
R 340.1706 Emotionally Impaired (EI)
R 340.1707 Hearing Impaired (HI)
R 340.1708 Visually Impaired (VI)
R 340.1709 Physically and Otherwise Health Impaired (POHI)
R 340.1710 Speech and Language Impaired (SLI)
R 340.1711 Preprimary Impaired (PPI)
R 340.1713 Learning Disability (LD)
R 340.1714 Severely Multiply Impaired (SXI)
R 340.1715 Autistic (AI)

Prevocational/Vocational Education

Prevocational/Vocational Considerations

❑ Beginning at age 12 (consider at age 11), the student's prevocational/vocational needs were considered [R 340.1721e(3)(g)].

Prevocational education means instruction needed as a prerequisite to vocational education. For example: reading; writing; mathematics; knowledge of commonly used tools and processes; familiarity with the broad range of occupations for which special skills are required; common employment procedures and requirements; or knowledge of the nature and extent of vocational limitations caused by a disability [R 340.1701a(o)]. This section must be considered for students age 12 or turning 12 prior to their next IEP.

Transition

Transition [34 CFR §300.29; 34 CFR §300.344(b)]

The following must be considered for any student who will reach age 14 during the implementation of this IEP. The IEPT may consider the following, if determined appropriate, for any student who is younger.

❑ The student was invited to the transition IEPT meeting.

The student attended the meeting ❑ Yes ❑ No If No, describe the steps that were taken to ensure that the student's preferences and interests were considered:_____

_____

❑ The student provided input regarding preferences and interests. Describe preferences (optional):_____

_____

If the student will turn age 14 or 15 during the implementation of the IEP (or younger if determined appropriate by the IEPT), the IEP must include a statement of the transition service needs that focuses on the student's courses of study. Describe the transition service needs [34 CFR §300.347(b)(1)] (review at each subsequent IEP after age 14):

_____

_____

If the student will turn at least age 16 during the implementation of the IEP (or younger, if determined appropriate by the IEPT), the IEP must include a statement of needed transition services for the student. The IEPT determined the need for transition service(s) in one or more of the following areas [R 340.1721e(h); 34 CFR §300.347(b)(2)]:

- Instruction:
  - ❑ Yes - Describe: _____
  - ❑ No - Describe: _____
- Related Services
  - ❑ Yes - Describe: _____
  - ❑ No - Describe: _____
- Community Experiences
  - ❑ Yes - Describe: _____
  - ❑ No - Describe: _____
- Development of employment and other post-school adult living objectives (may include work study per R 340.1733(m))
  - ❑ Yes - Describe: _____
  - ❑ No - Describe: _____
- Acquisition of daily living skills and functional vocational evaluation (if appropriate)
  - ❑ Yes - Describe: _____
  - ❑ No - Describe: _____
- A representative from any other agency likely to be responsible for providing or paying for transition services was invited to attend [R 340.1721b(6); 34 CFR §300.344(b)(3)].

Agency Contacted _____ Contacted By _____ Method of Contact_____ Date _____
Agency Contacted _____ Contacted By _____ Method of Contact_____ Date _____

- Provide a description of each participating agency's responsibilities and/or linkages [R 340.1721e(3)(h); 34 CFR §300.347(b)(2)].

Agency **Statement of Responsibility**

_____
_____

❑ **If the student will turn age 17 during the implementation of the IEP:** At least one year prior to age 18, the student was informed of parental rights which transfer to the student at age 18 [34 CFR §300.347(c), §300.517].

Transition [34 CFR §300.29].

(a) ... *Transition services* means a coordinated set of activities for a student with a disability that—
(1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
(3) Includes—
(i) Instruction;
(ii) Related services;
(iii) Community experiences;
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

34 CFR §300.344(b) requires the school to invite students to participate in IEPT meetings if the meeting will include consideration of transition needs or services. The effect of this provision is to give 14- and 15-year-olds (and in some cases, younger students) the opportunity to participate in transition planning as appropriate [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12663].

If the student will turn age 14 or 15 during the implementation of the IEP (or younger if determined appropriate by the IEPT), the IEP must include a statement of transition service needs. This statement focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program). The IEP must determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life [34 CFR §300.347(b)(1)].

The statement of transition service needs should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition service needs connected to technology course work, while another student's statement of transition service needs could describe why public bus transportation training is important for future independence in the community. To help reduce the number of students with disabilities that drop out, it is important that the IEPT work with each student with a disability and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education [Appendix A to 34 CFR §300, Question 11, pg. 12474].

If the student will turn at least age 16 during the implementation of the IEP (or younger if determined appropriate by the IEPT), the IEP must include a statement of needed transition services for the student [R 340.1721e(h), 34 CFR §300.347(b)(2)].

Each IEPT needs to consider the appropriateness of transition planning during the course of developing the IEP for the student. If the IEPT determines that transition services are needed, check "yes" and describe those services. If a specific transition service is not needed, check "no" and include a statement of the basis on which the determination was made [R 340.1721e(3)(h)].

The representative of any other agency that is likely to be responsible for providing or paying for transition services will be invited by the local educational agency. If the representative from the other agency likely to be responsible for providing or paying for transition services does not attend, document attempts to obtain participation from this agency [R 340.1721b(6); 34 CFR §300.347(b)(2)].

If a participating agency fails to provide agreed-upon transition services contained in this IEP, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP [R 340.1733(r); 34 CFR §300.348].

Related services do not need to be repeated on the transition page. However, if a determination has been made to include related services specifically for transition, these services must be identified under **Special Education Programs/Ancillary and Other Related Services**.

Annual Goals And Short-Term Objectives

Annual Goals and Short-Term Objectives
(More than one page may be necessary.) [34 CFR §300.347(a)(2)]

Refer to the **present level of educational performance** (pg. 5) and develop measurable annual goals or short-term objectives related to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

Instructional Area: (optional) _____

Annual Goal (R 340.1721e(3)(b)): _____

Performance Short-Term Objectives [R 340.1721e(3)(b)]	**Evaluation Procedures**	**Frequency of Eval**	**Performance Criteria**
		[R 340.1721e(3)(c)]	
1) _____			
_____			
2) _____			
_____			

Instructional Area

It is not a requirement to complete the "Instructional Area." However, local educational agencies may find it helpful to identify the instructional area which relates to the annual goal and short-term objectives. Annual goals and short-term objectives may be written to address learning needs directly (such as reading, writing, or computation) or they may be written to address the learning needs through a specific content area.

Annual Goals

Describe the progress which can be reasonably expected of a student with a disability in a 12-month time period [34 CFR §300.347(a)(7)(ii)(B)]. The IDEA 1997 and its implementing regulations require that the annual goals relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

There is a strong emphasis in the IDEA on linking the educational program of students with disabilities to the general curriculum. A public agency is not required to include IEP annual goals that relate to areas of the general curriculum in which the student's disability does not affect the ability to be involved in and progress in the general curriculum. If a student with a disability needs only modifications or accommodations in order to progress in an area of the general curriculum, the IEP does not need to include a goal for that area. However, the IEP would need to specify those modifications or accommodations in the appropriate places on the IEP form [Appendix A to 34 CFR §300, Question #1, pg. 12471 and Question #4, pg. 12472].

Short-Term Objectives

Each annual goal shall have more than one short-term objective. Each short-term objective should be measurable and an intermediate step between the present levels of educational performance and the annual goal. Short-term objectives should be achievable within a shorter period of time (month, marking period, or semester) than the annual goal. Each short-term objective must contain three components: evaluation procedures, frequency of evaluation, and performance criteria [R 340.1721e(3)(c)]:

- **Evaluation Procedures and Frequency of Evaluation** - The evaluation procedure describes by what method(s) achievement is measured and the frequency of the evaluation. Indicate the evaluation procedure(s) to be used (such as documented teacher observation, standardized tests, or informal tests) and the frequency of each evaluation (such as daily, weekly, or monthly).

- **Performance Criteria** - Performance criteria determine at what level the skill is to be achieved, how it is to be measured, and over what period of time. Performance criteria could be written in terms of accuracy, percentage, rate, or production. Indicate the specific criteria used (such as 90 percent accuracy on the short-term objective, four out of five times, or three times a day).

Given the use of benchmarks in the Michigan Curriculum Framework, and the increased emphasis on student progress in the general curriculum, you are encouraged to refer to the Michigan Curriculum Framework benchmarks as resources for the development of short-term objectives.

Reporting Progress

Reporting Progress [34 CFR §300.347(a)(7)(iii)]

Describe how and when the student's parents will be regularly informed of progress toward the annual goals. The child's parents must be regularly informed at least as often as parents are informed of the progress of children who are nondisabled.

_____

_____

The parents of children with disabilities must be regularly informed at least as often as parents of children who are nondisabled are informed of their child's progress (e.g., through such means as periodic report cards). The report must describe the progress toward annual goals and the extent to which the progress is sufficient to enable the child to achieve the annual goals by the end of one year. An evaluation of progress on the short-term objectives may be used to report progress to parents. If so, the schedule for the evaluation of short-term objectives must be at least as often as the frequency for reporting progress of students who are nondisabled.

Supplementary Aids And Services

Supplementary Aids and Services Based on Student Needs

Provide a statement of the supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student [20 USC §1414(d)(1)(iii); 34 CFR §300.347(a)(3)]:

- To advance appropriately toward attaining the annual goals;
- To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate in the activities above with other students, both with and without disabilities.

Supplementary Aid/Service	Amount of Time and Frequency	Beginning Mo/Day/Yr	Ending Mo/Day/Yr	Location

❑ Consider accessibility of physical facilities [R 340.1721e(3)(f)].

Describe: (optional) _____

As used in this part, the term "supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled [34 CFR §300.28].

Supplementary aids and services may include peer tutoring, interpreters, and paraprofessional personnel, as well as any other instructional support provided in conjunction with general education. This section may also include calculators, tapes, tape recorders, notes, and other technology devices and services. Supplementary aids and services may be provided either through general education or special education.

The IEP must include the projected beginning date, the anticipated frequency, location, and duration of supplementary aids and services [34 CFR §300.347(a)(6)].

Location

The "location" of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, is the related service to be provided in the student's regular classroom or in a resource room? [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12594].

Accessibility of Physical Facilities

Check the box to show that the IEPT considered the accessibility of physical facilities. A description of needs is optional.

Least Restrictive Environment

Least Restrictive Environment

Identify the least restrictive environment program and related service options which were considered and rejected, including the reasons why the options were rejected [R 340.1721e(3)(e)]:

_____

Explain the extent to which the student will:

- Not participate with students who are nondisabled in the general education program [34 CFR §300.347(a)(4)]

_____

- Not be involved and progress in the general curriculum [34 CFR §300.347(a)(3)(ii)]

_____

- Not participate in extracurricular and nonacademic activities [34 CFR §300.347(a)(3)(ii)]

_____

Describe other least restrictive environment options (including supplementary aids and services) that were considered and provide reasons why those options were rejected. If no exceptions to the general education curriculum or program are noted, then the student has full access to both.

The State Board of Education Position Statement on Inclusive Education (1992), pursuant to state and federal requirements, indicates that students with disabilities must be educated with their peers without disabilities to the maximum extent appropriate to meet their individual educational needs and potential. So that this may be realized, it is essential that program options be available in general education classrooms within general education facilities. Further, a process must be followed by the IEPT which will assure that the recommended placement option(s) is appropriate to the individual needs of each student. Educational placements are not to be based on the label describing the student's disability or the availability of programs.

Special Education Programs/Ancillary And Other Related Services

Special Education Programs/Ancillary and Other Related Services [34 CFR §300.347(a)(3)(6)]; R 340.1721e(3)(f)]

Program/Service	Rule Number	Amount of Time and Frequency	Beginning Mo/Day/Yr	Ending* Mo/Day/Yr	Location
	R 340.17				
	R 340.17				
	R 340.17				
	R 340.17				

* Extended school year (ESY) services must be provided only if a student's IEPT determines, on an individual basis, that the services are necessary for the provision of FAPE (see pg. 14).

Programs offered and rejected by the parent because the parent elected to enroll the child in a nonpublic school:

_____

_____

Special education hours per week_____ General education hours per week [R 340.1721e(3)(d)] _____ Total hours per week____

Secondary departmentalized program (R 340.1749c): ❑ Yes ❑ No

Resource program: Student eligibility and teacher endorsement are ❑ same ❑ different

Teacher endorsement(s): _____

If the student's eligibility is different than the teacher endorsement, are teacher consultant services needed for the resource room teacher [R 340.1749b(4)]? ❑ Yes ❑ No

Categorical program: The category of program and the student's eligibility category are: ❑ same ❑ different.

If the above categorical program is different than the student's eligibility category, the IEPT must provide a rationale. The rationale is:

_____

_____

This placement can only occur if the parent agrees to the categorical program that is different than the student's eligibility category [R 340.1733(q)]. The parent agrees to this placement: _____

(Parent Signature)

In this section, record the type of programs/ancillary and other related services to be provided. Include the title, rule number, amount of time and frequency, beginning date, ending date, and location.

Programs

R 340.1738 - SMI	R 340.1739 - TMI	R 340.1740 - EMI	R 340.1741 - EI
R 340.1742 - HI	R 340.1743 - VI	R 340.1744 - POHI	R 340.1747 - LD
R 340.1748 - SXI	R 340.1754 - PPI	R 340.1756 - SLI	R 340.1758 - AI

R 340.1749a - Elementary Resource Program
R 340.1749b - Secondary Resource Program
R 340.1742 - Michigan School for the Deaf (refer to this rule for placement procedures)
R 340.1743 - Michigan School for the Blind (refer to this rule for placement procedures)

The need for adaptive physical education is considered in the Present Levels of Educational Performance section. If it was determined that the student requires a specially designed physical education program provided by special education, the service should be identified in the section above on programs and related services.

Ancillary and Other Related Services

Neither the Michigan definition of ancillary services (R 340.1701(c)) nor the federal definition (34 CFR §300.24) is an exhaustive list. Examples of ancillary and other related services are:

Occupational Therapy - R 340.1701(c)	Psychological - R 340.1701(c)
Physical Therapy - R 340.1701(c)	Work Study - R 340.1733(m)
Audiological Services - R 340.1701(c)	Homebound and Hospitalized - R 340.1746
Orientation and Mobility - R 340.1701(c)	Speech and Language - R 340.1745
School Social Worker - R 340.1701(c)	Teacher Consultant - R 340.1749
Rehabilitation Counseling - R 340.1701(c)	Nonclassroom Preprimary Impaired - R 340.1755

Related Services [34 CFR §300.24(b)(7)]

The federal regulations of March 12, 1999, defined additional related services or changed the previous definition of some related services. Following is a discussion of these changes.

> *Parent counseling and training means*—
> (i) Assisting parents in understanding the special needs of their child;
> (ii) Providing parents with information about child development; and
> (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

34 CFR §300.24(b)(9)(vi) and (13)(v)
Psychological and social work services in schools now includes "assisting in developing positive behavioral intervention strategies."

34 CFR §300.24(b)(13)(iii)
Social work services in schools now includes "working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school."

Travel Training [34 CFR §300.26(4)]

> *Travel training* means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to —
> (i) Develop an awareness of the environment in which they live; and
> (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

For some children with disabilities, such as children with significant cognitive disabilities, "travel training" is often an integral part of their special educational program in order for them to receive a FAPE and be prepared for post-school activities such as employment and independent living. Travel training is important to enable students to attain systematic orientation to, and safe movement within, their environment in school, home, at work, and in the community. The regulations should not substitute the term "mobility training," since the legislative history recognizes that "orientation and mobility" services are generally recognized as for children who are blind, while children with other disabilities may need travel training [Attachment 1 to 34 CFR §300, Analysis and Changes, pg. 12549].

Amount of Time, Frequency, and Duration

The amount of time is indicated in minutes/hours per day/week/month that each program and service is to be provided. The frequency is indicated by how often the program and service is to be provided per day/week/month. Duration may be different for each program or service with consideration given to extended school year services.

The amount of services to be provided must be stated in the IEP so that the level of the agency's commitment of resources will be clear to parents and other IEPT members. The amount of time to be committed to each of the various services to be provided must be: (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. (Letter to John Copenhaver from Thomas Hehir, Office of Special Education Programs Director, 9/6/94.)

Beginning and Ending Date

In this section, record specifically when each program(s) and/or service(s) will commence and end, giving the month, day, and year. As may be applicable, "the first day of school" or "the last day of the school year" is acceptable.

Extended School Year

Extended school year (ESY) services must be provided only if a student's IEPT determines, on an individual basis, that the services are necessary for the provision of a FAPE. ESY may not be limited to particular categories of disability. The agency may not unilaterally limit the type, amount, or duration of those services. ESY includes special education and related services that are provided to the student beyond the normal school year and at no cost to the parent [34 CFR §300.309].

Special, General, and Total Education Hours Per Week

This line is added for Michigan pupil accounting purposes. The extent to which the person is able to participate in regular education programs is required by R 340.1721e(3)(d).

Location

"Location" in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, is the related service to be provided in the student's regular classroom or in a resource room? [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12594.]

Programs Offered and Rejected by the Parent Because the Parent Opted to Enroll the Child in a Nonpublic School [34 CFR §300.450]

The Michigan Constitution prohibits the direct support of basic instructional programs in nonpublic schools. Nonpublic school students have the right to certain services from public schools under the Michigan Auxiliary Services Act (School Code §380.1296). These auxiliary services include special education ancillary and other related services defined by state regulations at R 340.1701(c) [Attorney General's Opinion No. 7014, April 9, 1999]. The purpose of this section is to document, when appropriate, the offer of a FAPE to the student, which includes access to special education programs offered by the public school. If the parent rejects the offer because of a preference for placement in a nonpublic school, the IEP form may indicate the special education programs that were offered.

Resource Program

Elementary - If it is determined that the student requires 50 percent or less of the day in special education programs and/or services and requires help in two or less instructional content areas (language arts, math, science, or social studies), the student may be placed in a resource program [R 340.1749a].

Secondary - If it is determined that the student needs three periods or less of their instructional day in special education and needs two or less of the instructional content areas (language arts, math, science, or social studies), the student may be placed in a resource program [R 340.1749b].

If the teacher of the resource program does not have an endorsement that corresponds with the student's category of eligibility, teacher consultant services must be considered for the resource program teacher [R 340.1749a(5) and R 340.1749b(4)]. If teacher consultant services are required beyond support to the resource program teacher, then teacher consultant services for the student should be specified in the special education services section of the IEP.

Programs/Services

The IEP must include all the specific special education programs and/or services needed by the student as determined by the IEPT. All special education programs and services needed must be listed in the IEP, even if they are not directly available from the local educational agency, and must be provided by the agency through contract or other arrangements.

TRANSPORTATION

Transportation — Is specialized transportation required? [R 340.1721e(f)] ❑ No ❑ Yes, specifics required:

_____

Check the correct box for transportation. If "yes" is checked, describe in detail the service needed. Indicate the need for aids or restraints, if appropriate.

STATE- AND DISTRICT-WIDE ASSESSMENT

Assessment Participation [20 USC §1414(d)(1)(v); 34 CFR §300.347(a)(5)]

List the state-wide assessment(s) in which the student will participate (e.g., math, language arts):

_____

Describe the needed accommodations for each test:

_____

If the student will not participate in a particular state-wide assessment indicate why the state assessment is inappropriate:

_____

List the district-wide assessment(s) in which the student will participate (e.g., math, language arts):

_____

Describe the needed accommodations for each test:

_____

If the student will not participate in a particular district-wide assessment indicate why the district assessment is inappropriate:

_____

If the student will not participate in state- or district-wide assessment, how will the student be assessed? _____

_____

Federal law requires:

- A statement of any individual modifications in the administration of state- or district-wide assessments of student achievement that are needed in order for the student to participate in such assessment; and
- If the IEPT determines that the student will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of: (1) why that assessment is not appropriate for the student; and (2) how the student will be assessed.

Students with disabilities are guaranteed a "FAPE," which includes appropriate assessment accommodations, if needed, in order to "level the playing field" when participating in tests, including the Michigan Educational Assessment Program (MEAP) assessments.

Many different accommodations in assessment may be considered, but it is important to remember the following:

- Decisions regarding a student's participation in a testing program and possible use of accommodations must be made on a case-by-case basis by the IEPT and must involve timely communication with the student's parents.
- When considering what assessment accommodations are appropriate when taking the MEAP assessments, the IEPT should refer to the Michigan Department of Education guidelines for accommodations. The guidelines will provide information such as what the test measures and what accommodations are not appropriate when participating in the MEAP assessments.
- Consider the demands of the test with the student's specific disability in mind.
- Selection of appropriate assessment accommodations is facilitated by a review of the student's current instructional accommodations and a clear understanding of what the test measures. Different testing accommodations may be required for different types of tests. Remember that some tests may not allow certain accommodations.
- How similar is the assessment accommodation to the instructional accommodation that is being used with the student in his/her classroom?
- Consider if the accommodation is reasonable and will it help the student show the ability or skill the assessment is designed to measure.

The state is in the process of developing an alternate assessment. Guidelines are under development for consideration by the IEPT when making the decision about whether the student should participate in all or some of the MEAP assessments, or alternate assessment.

Important Notice: As the result of a recent review of the specific purposes of the MEAP reading tests, and legal and ethical discussions with the Assessment Advisory and Technical Advisory Committees, audiotapes will not be available for the MEAP *reading tests* (grades 4, 7, and 11) beginning with the 2000-2001 school year. Audiotapes for the MEAP mathematics, science, and social studies tests will continue to be made available as a possible accommodation for qualified students.

Required Signatures

Dissenting Report

Any participant in the IEPT's deliberations who disagrees, in whole or in part, with the IEPT's determination may indicate the reasons on the IEP report or may submit a written statement to be attached to the report [R 340.1721e(4)].

Resident District Commitment

Resident District Commitment

Resident district superintendent/designee (check all that apply):

- ❑ Agrees with the IEP and its implementation.
- ❑ Does not agree with this IEP and requests mediation [R 340.1724d].
- ❑ Does not agree with this IEP and requests an impartial due process hearing [R 340.1724].
- ❑ The student is attending a program operated by a nonresident district and the resident district superintendent/designee authorizes the operating district to conduct subsequent IEPT meetings and a contract is on file.
- ❑ Agrees that the student is not eligible for special education.

Signed: _____ Date: _____

Resident District Superintendent or Designee — month/day/year

The superintendent of the resident district, or the designee, must check the appropriate boxes confirming agreement or disagreement with the proposed plan, and sign and date the form [School Code §380.1751; R 340.1722a(2); R 340.1721c(1)].

Operating District Commitment

Operating District Commitment (to be used when authorized)

The student is attending a program outside of the resident district and the operating district superintendent/designee (check all that apply):

- ❑ Agrees to provide the IEP program(s) and/or service(s) and a contract is on file.
- ❑ Agrees to conduct subsequent IEPT meetings.
- ❑ Does not agree with this IEP and requests mediation [R 340.1724d].
- ❑ Does not agree with this IEP and requests an impartial due process hearing [R 340.1724].
- ❑ Agrees that the student is not eligible for special education.

Signed: _____ Date: _____

Operating District Superintendent or Designee — month/day/year

This section is completed when the operating district is different than the resident district and the resident district superintendent or designee has given authorization to the operating district to conduct subsequent IEPT meetings. The superintendent or designee of the operating district must check the appropriate boxes, sign, and date the form [School Code §380.1751; R 340.1721c(1)].

Parent Consent

Parent Consent (check all that apply)

As the Parent, I:

- ❑ Understand the contents of this IEP.
- ❑ Have been informed of my rights (all procedural safeguards).
- ❑ Have been given sources to contact to obtain assistance [34 CFR 300.503(b)(7)].
- ❑ Agree with this IEP.
- ❑ Do not agree with this IEP but will allow it to be used.
- ❑ Do not agree with this IEP and request mediation [R 340.1724d].
- ❑ Do not agree with this IEP and requests an impartial due process hearing [R 340.1724].
- ❑ Agree that my child is not eligible for special education.

Parent Signature*: _____ Date: _____ (month/day/year)

Student Signature: _____ Date: _____ (month/day/year)

Parent signature is required for initial placements [R 340.1722a(4)]. When the student's eligibility is different than the categorical program placement [R 340.1733(q)], an additional signature is needed.

*"Parent" also means the person with disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings [34 CFR §300.347(c); R 340.1701a(i)].

The parent need not sign the IEP form at the meeting. The parent shall have ten calendar days after receipt of the notice from the superintendent to provide the agency with written consent for initial placement [R 340.1722a(4)]. Following each updated IEP, the parent is entitled to ten calendar days' notice before the agency implements the programs and services specified on the updated IEP [R 340.1723a(1)].

Additional Notice Requirements

Additional Notice Requirements

The superintendent or designee of the operating district assures:

(a) That to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities [R 340.1722(2)(a)].

(b) That placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved [R 340.1722(2)(b)].

(c) That a person whose disability is such that he or she requires special classes or facilities shall be placed in programs or services as close as possible to his or her home [R 340.1722(2)(c)].

(d) That unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled [34 CFR §300.552(c)].

(e) That in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs [R 340.1722(2)(d)].

Location (building) of program(s) and/or service(s): _____

Operating district: _____

Person responsible for implementation: _____

Implementation date: _____ (month/day/year). All programs and services begin on this date unless otherwise noted in this IEP.

Signed: _____ Date: _____

Superintendent or Designee — month/day/year

The additional notice requirements are a separate procedure from the IEP process. It may be done at the time of the IEPT meeting or after the IEPT meeting (as stated in R 340.1722a). The superintendent or designee of the operating district is required to sign and date the notice.

Assurances

In making the educational placement of a student with disabilities, each public agency must assure provisions (a) through (e), above [34 CFR §300.552(b)].

Location of Program(s) and/or Service(s)

Indicate the building in which the student will receive the program(s) and/or service(s) identified in the IEP. If there is more than one building at one level, the name of the building must be stated [R 340.1722a(2)].

Operating District

Indicate the district which operates the program(s) and/or service(s).

Person Responsible for Implementation

Indicate the name and/or title of the person responsible for implementation of the IEP. This person shall be either the principal of the building offering the program(s) and/or service(s), or another staff person who is generally accessible to the staff and will be working with the student [R 340.1722(4)].

Implementation Date

Indicate the date using the month, day, and year that all programs and/or services will begin, unless otherwise noted in the "Program(s) and/or Service(s)" section of the IEP.

Notice

The notice may be given to the parent(s) in two ways: (1) The notice is completed at the IEPT meeting and given to the parent with a copy of the IEP, or (2) the notice is completed within seven calendar days after the IEPT meeting and then, with a copy of the IEP, is sent to the parent. The parent has the right to disagree with the notice and request a due process hearing.

Interim Alternative Educational Setting

Complete this section for students suspended for possession of drugs or weapons

For students suspended for possession of drugs or weapons, any interim alternative educational setting in which a student is placed must—

(1) Be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and

(2) Include services and modifications to address the behavior described in §§ 300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring [34 CFR §300.522(b)].

The interim alternative educational setting is _____

Effective date _____

Person responsible _____

Parent signature

❑ I agree with the placement decision [34 CFR §300.525].

❑ I disagree with the placement decision and request an expedited hearing [34 CFR §300.525].

Parent Signature _____ Date _____

A change in placement for a student with a disability to another educational setting may be made by school personnel for not more than 45 calendar days if the student possesses, uses, sells, or solicits illegal drugs, or possesses or carries a weapon to school or a school function.

For removals involving drugs or weapons, all of the following must occur:

1. On the day on which the decision is made to remove the student because of violations involving weapons or drugs, the parents shall be notified of the decision and of all procedural safeguards.

2. A Manifestation Determination Review must be conducted (see Manifestation Determination Review Manual).

3. The IEPT must develop or review, as appropriate, a behavior intervention plan.

4. Programs and services and the interim alternative educational setting are determined by the IEPT. The IEPT must determine what programs/services or modifications are needed to maintain progress in the general curriculum, progress toward IEP goals, and to help prevent recurrence of the behavior subject to discipline.

5. If the behavior subject to discipline is not a manifestation of the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student with a disability, except for continued services described in #4, above.

6. If the IEPT determines that the behavior subject to discipline is a manifestation of the disability, the removal (up to 45 calendar days) may be completed. The IEPT must take immediate steps to remedy any deficiencies in the IEP or placement found during the Manifestation Determination Review. Programs and services must be provided to the student as in #4, above.

7. If the parent requests a hearing regarding disciplinary actions for drugs or weapons to challenge the interim alternative educational setting and/or the manifestation determination, the student shall remain in the interim alternative educational setting for up to 45 calendar days as assigned.

Evaluation Review Manual

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEPT and other qualified professionals shall complete an evaluation review [34 CFR §300.320]. A comprehensive reevaluation is required every 36 months. However, it may be necessary to conduct reevaluations earlier at the request of the student's parent or teacher [R 340.1722d(1)].

Purpose

Student's Last Name	First Name	Initial	Student ID #	Birthdate	Date of Review

The purpose of this review is to plan for: ❑ an initial evaluation ❑ a reevaluation ❑ termination of eligibility

The school district/agency must evaluate a student with a disability before determining that the student is no longer a student with a disability. The evaluation is not required before the determination of ineligibility due to graduation or exceeding the age of eligibility [34 CFR §300.534(c)(1)].

Participants

Participants [34 CFR §300.344]
The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form [20 USC §1414(d)(1)(B)].

Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other
	Other

The Evaluation Review is conducted by the IEPT, meaning a group of individuals composed of [34 CFR §300.344]:

(i) the parents of a child with a disability;
(ii) at least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
(iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
(iv) a representative of the local educational agency who —
(I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
(II) is knowledgeable about the general curriculum; and
(III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
(vii) whenever appropriate, the child with a disability.

"Parent" means the mother, father, or legally designated guardian of a person with a disability. "Parent" also means the person with a disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings. The term "parent" also includes a "surrogate" for the parent under the Policy for the Appointment of Surrogate Parents (8/1/92) as provided in Chapter VI of the State of Michigan Special Education State Plan for Fiscal Years 1995-1997.

Evaluation Review

Evaluation Review

❑ Review existing evaluation data, including current classroom-based assessments and observations [34 CFR §300.533][1]. Describe: _____

_____

❑ Review teacher and related service(s) providers' observations [34 CFR §300.533][1]. Describe: _____

_____

❑ Review evaluations and information provided by the parent [34 CFR §300.533][1]. Describe: _____

_____

On the basis of the above review, and input from the student's parent(s), identify the additional data needed to determine [34 CFR §300.533]:

1) Whether the student has a disability[2] or, in case of reevaluation, whether the student continues to have such a disability[3]. Describe additional data or evaluation needed[4]: _____

_____

If the IEPT determines that no additional data is needed to determine whether the student continues to have a disability, a reason must be given: _____

_____

2) The present level(s) of performance and educational needs of the student. Describe additional data or evaluation needed[4]:

_____

_____

3) If the student needs special education and/or related services or, in the case of reevaluation, if the student continues to need special education and related services. Describe additional data or evaluation needed[4]:

_____

_____

4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum. Describe additional data or evaluation needed[4]: _____

_____

[1]The IDEA 1997 requires review of the above information. The written description is optional.
[2]Follow current MET procedures for all initial evaluations for special education eligibility.
[3]Rule 340.1722d requires redetermination of the student's disability with exceptions for certain medical conditions.
[4]If no additional data or evaluation is needed, indicate "None."

The purpose of the Evaluation Review is to examine existing evaluation data to determine if additional data/evaluation is necessary to complete the student's IEP. If no evaluation data exists, this should be indicated on the form. The Evaluation Review does not constitute an IEPT meeting for the purpose of determining a FAPE in the least restrictive environment.

To the extent feasible, the results of evaluations conducted under this part should be provided to parents and appropriate school personnel before any meeting to discuss the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the student [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12578].

Evaluation data reviewed may include, but is not limited to, the following: the student's educational record, behavior assessment data, or discipline records.

If no information was provided by the parent, the district must document its efforts to obtain information from the parent. This documentation may be indicated on the lines provided for parent input.

The district/agency need not identify the specific tests or evaluation materials. Tests and evaluation materials may be identified by the types or the nature of the additional diagnostic information still needed.

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In reference to #4, for a reevaluation, describe any additional data needed to determine whether any additions or modifications to the special education and related services are needed to meet the annual goals and participate in the general curriculum. No annual goals will have been established prior to an initial IEP. Therefore, before the initial IEP, this statement may be interpreted to mean that additional evaluation is required to determine if special education and related services are necessary for the student to benefit from the general curriculum.

In response to #4, evaluations may include, but are not limited to, functional behavioral assessments, academic assessments, or assessments related to assistive technology.

Requirements If Additional Data Are Not Needed (Related to item #1) [34 CFR §300.533(d)]

> If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the local educational agency—
> (A) shall notify the child's parents of—
> (i) that determination and the reasons for it; and
> (ii) the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and
> (B) shall not be required to conduct such an assessment unless requested to by the child's parents.

Evaluations Before Change in Eligibility [34 CFR §300.534]

A local educational agency shall evaluate a student with a disability before determining that the student is no longer a student with a disability. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].

Parental Consent [34 CFR §300.505(a)]

Each local educational agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. In this context, "reevaluation" means any evaluation conducted for the student after the initial evaluation. This may include evaluations to consider additional programs and services, such as speech and language or occupational therapy.

MANIFESTATION DETERMINATION REVIEW MANUAL

All students are given due process rights relative to student discipline under Section 380.1311 of the Michigan School Code. The IDEA 1997 requires a Manifestation Determination Review by the IEPT immediately, if possible, but in no case later than ten school days after the date on which the decision to take disciplinary action is made. The review must be conducted by the IEPT in a meeting *[34 CFR §300.523]*.

A school district must hold a Manifestation Determination Review when a change of placement occurs due to:

- A single removal exceeding ten consecutive school days [34 CFR §300.519(a)].
- A pattern of removals cumulative to more than ten school days in a school year [34 CFR §300.519(b)].

School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term "school day" has the same meaning for all students in school, including students with and without disabilities [34 CFR §300.9(c)].

Functional Assessment and Behavior Intervention Plan [34 CFR §300.520(b)]

Not later than 10 business days after first removing the student for the 11th accumulated school day in a school year, the school must do the following:

1. If the local school district has not already conducted a functional behavioral assessment and implemented a behavior implementation plan, the IEPT shall meet to develop an assessment plan to address the problem behavior. The assessment plan shall be conducted as soon as practicable and presented at an IEPT meeting to determine an appropriate behavioral intervention plan to address the behavior.

2. If the student already has a behavioral intervention plan, the IEPT shall meet to review the plan and modify it, as necessary, to address the problem behavior.

3. If the student is subject to further removals during the school year, the school shall contact the IEPT to determine if another IEPT meeting is needed to review the plan. If any member of the IEPT requests a review, the IEPT shall meet to review the behavior intervention plan. The public agency shall take steps to ensure that one or both of the parents of a student with a disability are present at each IEPT meeting, or are afforded the opportunity to participate [34 CFR §300.345(a)].

Parent Contact

It is suggested that all parent contacts be documented as to the method of contact, name of the person making the contact, and the date of the contact. Not later than the date on which the decision to take disciplinary action is made, the parent shall be notified of that decision and of all procedural safeguards [34 CFR §300.523(a)(1)].

The purpose of these contacts is to notify the parent of the Manifestation Determination Review meeting early enough to ensure that the parent will have an opportunity to participate. All contacts should be documented as to the method of contact, name of person making the contact, and date of contact.

It is possible to complete a Manifestation Determination Review without the need to revise the student's IEP. However, in most cases, during the Manifestation Determination Review meeting, the need to revise the IEP will arise. In establishing the purpose(s) for the meeting, consider indicating the need to develop a new IEP. The parent must receive advanced notice of a meeting to develop a new IEP for the student. The IEPT may also develop/revise a functional behavior assessment plan or behavior intervention plan at this meeting.

PARTICIPANTS

Participants

The following individuals participated in this Manifestation Determination Review Meeting. Additional participants should be noted and attached to this form [34 CFR §300.344].

Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other
	Other

The Manifestation Determination Review is conducted by the IEPT meaning a group of individuals composed of [34 CFR §300.344] —

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(iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
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(I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
(II) is knowledgeable about the general curriculum; and
(III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent or the agency, other individuals who have knowledgeable or special expertise regarding the child, including related services personnel as appropriate; and
(vii) whenever appropriate, the child with a disability.

Considerations For Review

Considerations for Review

Describe the behavior subject to disciplinary action [34 CFR §300.523(c)]:

_____
_____
_____
_____

In carrying out a Manifestation Determination Review, the IEPT must consider, in terms of the behavior subject to disciplinary action, all relevant information, including [34 CFR §300.523(c)(1)]:

❑ Evaluation and diagnostic results.
*Describe: _____
_____
_____

❑ Relevant information supplied by the parent.
*Describe: _____
_____
_____

❑ Observations of the student.
*Describe: _____
_____
_____

❑ The student's IEP and placement.
*Describe: _____
_____
_____

*The IDEA 1997 requires consideration of the above information. The written descriptions are optional.

MANIFESTATION DETERMINATION

Manifestation Determination [34 CFR §300.523(c)(2)]

If the determination of the IEPT is "No" **to any** of the statements below, then the behavior must be considered a manifestation of the student's disability.

In relation to the behavior subject to discipline and the student's disability:

1. The current IEP and placement were appropriate: ❑ Yes ❑ No
2. The special education services, supplementary aids and services, and behavioral intervention strategies were provided consistent with the student's IEP and placement: ❑ Yes ❑ No
3. The student understood the impact and consequences of the behavior subject to disciplinary action: ❑ Yes ❑ No
4. The student had the ability to control the behavior subject to disciplinary action. ❑ Yes ❑ No

The determination of the IEPT is that behavior subject to discipline is:

- ❑ not a manifestation of the disability; records are transferred to general education for disciplinary procedures.
- ❑ a manifestation of the disability.

Parent signature

- ❑ I received notice of procedural safeguards on the day on which the decision to take disciplinary action involving a change in placement was made [34 CFR §523(a)(i)].
- ❑ I agree with the determination above.
- ❑ I disagree with the determination above and request an expedited hearing [34 CFR §300.525].

Parent Signature _____ Date _____

If the student already had a behavioral intervention plan and the IEPT finds it necessary to modify the plan, it may be necessary to revise the student's IEP for this purpose.

If it has been determined that the behavior of the student was not a manifestation of a disability, the relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner. For specific information regarding discipline procedures, refer to the Procedural Safeguards Available to Parents of Students with Disabilities document for a more thorough explanation. An interim alternative educational setting may be a type of environment, not a specific place.

Parents need to be notified of any change in placement (interim alternative educational placement), and must receive procedural safeguards along with such notice.